

PROCEDURE DOCUMENT

COURSE MONITORING AND REVIEW PROCEDURE

1 Scope

This document details the procedures at ACPE by which accredited courses are monitored and reviewed. It provides the College with the framework to ensure that the outcomes of the internal process align with external regulatory requirements whilst conforming to College quality assurance processes and best practice. Course monitoring and review are conducted in accordance with the College governance framework, policy framework and strategic directions.

Scope:

- 1.1 All accredited courses
- 1.2 All academic staff
- 1.3 CEO and Dean
- 1.4 Associate Dean (Programs & Quality)
- 1.5 Heads of Department

2 Purpose

All accredited courses are subject to regular monitoring and review of content and course delivery mechanisms. Monitoring and reviewing course delivery enables the College to:

- a) Ensure they are satisfying the requirements of the Higher Education Standards Framework (Threshold Standards) and the Australian Qualifications Framework
- b) Ensure excellence and accountability in learning, teaching and scholarship
- c) Ensure quality in academic outcomes and service delivery for students

- d) Identify areas of strength and for improvement in course delivery to ensure the quality of the educational experiences provided to students
- e) Ensure that course content and delivery are informed by contemporary and current research

3 Procedure

3.1 Academic Governance and Quality Assurance Mechanisms

The College conducts regular and cyclical reviews of all courses and units to ensure compliance, relevance, currency, and the quality of teaching, learning, and outcomes.

A range of quality assurance and review mechanisms are used to inform the process of continual improvement to course content and delivery. These practices are formal and informal, internal, and external.

Academic Governance & Advisory Committees:

- i. Board of Directors
- ii. Academic Board
- iii. Learning & Teaching Committee
- iv. Course Advisory Committees
- v. Internal Unit Advisory Committees
- vi. External Experts
- vii. The Examiners' Committee
- viii. Benchmarking
- ix. Departmental Review of Courses

3.1.1 Quality Assurance Mechanisms:

Information and data are collected through a range of internal and external instruments including:

- a) Quality Feedback Monitor (QFM) – students and staff can submit their feedback via the [ACPE Feedback Monitor](#) link.

- b) Student Feedback (through internal and external surveys)
 - i. Internal surveys include end of semester questionnaires for each unit specific to the mode of delivery
 - ii. Student focus groups.
 - iii. External surveys include Quality Indicators for Learning and Teaching (QILT) surveys, Student Experience Survey (annually), Graduate Outcomes Survey (including course experience questions).
- c) Staff Feedback through unit and moderation reports completed at the end of every teaching period.
- d) Informal feedback to Heads of Department.

3.2 Regular Review Processes

ACPE conducts formal regular review processes throughout the cycle of accreditation.

The objective of these reviews is to ensure that a particular course's aim, structure, units, learning objectives, assessment activities, resources, study modes, and delivery methods are monitored and changed when and where necessary according to the principles of continuous improvement and quality assurance.

3.2.1 Changes to Courses within an Accreditation Period

During an accreditation period Departments may propose changes to courses. This may be in response to changes in market demands and trends, professional bodies and/or registration requirements, advice from stakeholders such as the CAC or students, or a result of moderation of assessment, or through the annual review process.

When changes of this nature are considered, a proposal for the change must be brought to the Learning and Teaching Committee for endorsement and then to the Academic Board (AB) which will consider the advice of the Compliance team to determine if the change is a material change requiring notification of the Tertiary Education Quality and Standards Agency (TEQSA) and the appropriate professional registration bodies. The Academic Board will determine whether the change should

be approved or held until the reaccreditation review process.

Where the AB approves changes within a period of accreditation and TEQSA approval is not required, changes may be implemented as soon as appropriate so as not to disadvantage any students in their studies.

Where the AB approves changes within a period of accreditation and TEQSA approval is required, the Compliance team will be responsible for submitting the notification of material change to TEQSA in a timely manner following AB approval. Changes acknowledged / approved by TEQSA will be implemented as soon as appropriate so as not to disadvantage any students in their studies, or in line with the timeline proposed to TEQSA (if relevant).

3.2.2 Course Review - Annual

An Academic and Operations Report, in which information concerning courses are aggregated and combined is produced annually by the CEO and Dean.

The Academic and Operations Report includes collected data concerning course performance (including enrolments, retention/attrition, student academic performance, student evaluations of courses). The report is disseminated to internal (Senior Management Team and Academic Board) and external (TEQSA) stakeholders.

3.2.3 Unit Review

The College is committed to a review of each unit offered in accredited courses. This review is conducted by the Unit Coordinator in consultation with the Head of Department.

The unit review is based on student & staff feedback.

Unit delivery and assessment methods will also be monitored and reviewed annually to ensure continued appropriateness of the delivery method and assessment items for students to achieve the learning outcomes of each unit.

Units will be evaluated at the end of every teaching period according to the following procedure:

- a) Student feedback will be collected from the Unit/Lecturer Evaluation

Questionnaire.

- b) Staff feedback from the unit and moderation reports will be used
- c) Feedback results will be collated and analysed by the unit-coordinator who will generate unit-specific reports which will be reviewed by the Head of Department.
- d) The Heads of Department in consultation with unit-coordinators make recommendations for changes to the relevant governing and approval body:
 - i. The Learning and Teaching Committee
 - ii. The Academic Board
 - iii. The CEO and Dean
- e) Endorsement and approval of changes will be required according to the delegated approvals outlined in the relevant Terms of Reference and the Guidelines for Minor Amendments to unit outline content.

3.2.4 Student Feedback Loop

Following formal approval of changes to unit content or assessments the information will be communicated to students in the Assessment Guide under the heading **Unit**

3.2.4.1 Review and Changes.

The Review Focus:

The unit review should evaluate the extent to which the following are addressed:

- a) The unit learning outcomes are informed and align with the:
 - i. course learning outcomes.
 - ii. graduate attributes.
 - iii. relevant levels of Bloom's taxonomy to show an increasing sophistication as students' progress through the unit and the course
- b) The unit learning outcomes are informed and align with the Course Outcomes are relevant, measurable, contemporary, and relate clearly to the unit aim.
- c) The description in the unit outline effectively introduces and provides a

- rationale for the unit
- d) The content in the unit outline is relevant, contemporary, sequenced appropriately and comprehensively
 - e) The prescribed, required, and recommended reading lists to ensure that they are relevant, appropriate, authoritative, up to date and adequate for the unit.
 - f) The unit assessments tasks are:
 - i. informed by, and align with, the unit learning outcomes.
 - ii. authentic with real-world/industry application
 - iii. aligned with the graduate attributes
 - g) The assessment rubrics align with the task description and are effective in providing valid and reliable information on student achievement of the unit outcomes.
 - h) The efficacy of the learning and teaching strategies used in the unit to help students in meeting the unit outcomes
 - i) Analysis of the results and trends of any external benchmarking of the unit.

3.3 Review of Courses for Re-Accreditation

The College is committed to a comprehensive cyclical review of its courses at least once every accreditation period in preparation for the submission of a re-accreditation application to TEQSA.

The review is conducted by the relevant Head of Department approximately every 4 years for NESA accredited courses and 6 years for TEQSA accredited courses after accreditation has been granted.

The objective of these reviews is to ensure that a course is adhering to the principles of continuous improvement and quality assurance and best practice.

The review encompasses all aspects of the course including – its structure (graduate outcomes, unit learning outcomes), content assessment, resources and activities, delivery modes student outcomes teaching, and scholarship.

3.3.1 The process involves:

- i. The relevant Head of Department forms an Internal Course Development Working Group to complete an internal review of the course to be reaccredited.
- ii. Recommendations arising from the internal review will be reviewed by an external Course Advisory Committee (CAC). The CAC assists the College with industry and content specific advice and guidance in the development and continuous improvement of courses.
- iii. The CAC report with recommendations and proposed changes is presented to the Academic Board for its approval as part of the re-accreditation process; this may include recommendations for further development, re-accreditation for continuing teaching, or for teach-out purposes only. In some cases, this may include recommendations for non-re-accreditation.
- iv. An External Expert may also be engaged to provide additional feedback on course design.
- v. Following Academic Board approval, the submission is provided to the Board of Directors for approval to re-accredit the course.

Refer to the Course Development and Review Policy and Course Development Procedure for detail on the re accreditation/accreditation process.

3.3.2 The Review Focus:

The course review should evaluate the extent to which the following are addressed:

- a) The course learning outcomes are informed by, and align with, the requirements of relevant external bodies such as the AQF and the Australian Higher Education Threshold Standards as well as standards set by professional associations and industry itself.
- b) The degree to which the course rationale provides a valid overview of the course and a statement of intended student outcomes
- c) Currency of the units and content with the requirements of employers and students.
- d) The course learning outcomes are contemporary, relevant, and relate clearly to the field of study.

- e) The alignment of the graduate attributes with relevant external regulatory, advisory, and industry bodies.
- f) The appropriateness and the effectiveness of the study modes and delivery methods to ensure the course learning outcomes can be achieved.
- g) The validity and reliability of the assessment tasks to assess the course learning outcomes
- h) External referencing results with similar higher education national and international institutions
- i)

4 Review Committees

The main committees for providing advice to the Department regarding course review are:

4.4.1 Internal Course Development Working Group

It **is** established by the relevant Head of Department and works collaboratively to implement recommendations and advice from the Course Advisory Committee (CAC) in course review and development and to monitor the course once accredited.

4.4.2 Course Advisory Committee (CAC)

It is a standing committee of the College overseeing a particular Department / Course. The role of the CAC in course review is to:

- i. Advise on course development
- ii. Ensure that courses continue to fulfil professional norms and registration requirements
- iii. Ensure that changes in social contexts and knowledge in the field are taken into account
- iv. Provide external advice concerning trends and developments and professional and fields of study.

4.4.3 External Expert

An External Expert will be engaged by the College to provide an independent review and report on the course. This report will be submitted to TEQSA in support of the application.

5 External Referencing

The College endeavours to form partnerships with similar higher education institutions to develop and implement ongoing relationships to benchmark student performance, units and course design as the part of the review process.

6 Definitions

- **AQF** – is the Australian Qualifications Framework, which sets out the levels of education offered in Australia and outlines the expected skills, knowledge, application, and volume of learning for each level of course.
- **Assessment** – a process to determine a student's achievement of identified learning outcomes
- **Course** - A course is an entire program of study that is made up of multiple units leading to an AQF qualification
- **Evaluation** – the analysis and interpretation of data to judge the effectiveness of the unit
- **External referencing:** The College has obligations under the Higher Education Standards Framework to ensure that assessment requirements, marking criteria, assessment rubrics and student performance within selected units within each course offered by the College are externally referenced against similar courses offered by other higher education providers.

- **Material Change** - Under section 29(1) of the TEQSA Act, a registered higher education provider is required to notify TEQSA if there is a material change to be made to an accredited course of study.
- **Moderation** – is a quality assurance process separate from the marking of assessments, which ensures that an assessment outcome is fair, valid and reliable, that assessment criteria have been applied consistently, and that any differences in academic judgement between individual markers can be acknowledged and addressed.
- **Monitoring** – Is ongoing and occurs once a course commences and is guided by the Course Monitoring and Review Policy
- **Review** – refers to a comprehensive review of the academic aspects of a unit or a course
- **Unit** - A Unit refers to a 12– 15-week unit of study centred around a specific theme or topic.

7 Related Documents

- Assessment Policy
- Course Development and Review Policy
- Course Development Procedure
- Guidelines for Minor amendments to unit outline content
- Moderation Policy
- Academic Board Terms of Reference
- Board of Directors Terms of Reference
- Examiners' Committee Terms of Reference
- Learning & Teaching Committee Terms of Reference
- Course Advisory Committee

Legislation:

- Higher Education Standards Framework 2015

- Tertiary Education Quality and Standards Agency Act 2011
- National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018

7 Policy Administration

Policy Name & Code			Course Review Procedure (PRO-03)
Document Owner:			CEO and Dean
Approval Authority:			Academic Board (ACPE)
Date for Next Review:			September 2023
Revision Date	Effective Date	Version	Summary of changes
01 Jun 17	02 Jun 17	1	Document fully revised and harmonised. Approved by Academic Board.
26 Jun 18	27 Jun 18	2	<ul style="list-style-type: none"> • Revision includes rebranding to apply to only ACPE, from former SGA harmonised UG Policy of 2016. • Document format changed in line with the new document template for ACPE policies, procedures and ToRs. • References to other SGA colleges have been removed. • References to Director of Education have been replaced with Dean & Operations Director. • References to Executive Director replaced with CEO and Dean. • Changes made to policy format include: <ul style="list-style-type: none"> • Old logo with references to Study Group removed. • Document code, version and dates moved to 'Document Administration' section. • Paragraphs numbered. • Previous 'Further Information Section' with references to related policies moved to new 'Related Documents' section. This section includes a list of related policies, procedures, and other

			<p>documents.</p> <ul style="list-style-type: none"> • Policy Administration table reformatted. • Numbering system updated. • Footer updated to include document title, document code, and document version only. • The following paragraph has been re-written in the <i>In-depth Course Review and Accreditation</i> section, to include revision time for TEQSA accredited courses: <i>"The Review is conducted by the relevant Course Advisory Committee approximately 4 years for NESA accredited courses, and 6 years for TEQSA accredited courses after accreditation has been granted"</i>.
04 Oct 18	05 Oct 18	3	<ul style="list-style-type: none"> • Original document content revised to reflect current ACPE practices. • Quality Feedback Monitor section updated to include feedback@acpe.edu.au
14 Mar 19	14 Mar 19	3.1	<ul style="list-style-type: none"> • References to Dean and Operations Director replaced with CEO and Dean. • References to Student Services and Learning Support Manager replaced with Director of Student Services and Campus Wellbeing.
06 Nov 20	07 Nov 20	4	<p>Update: 30.07.20</p> <ul style="list-style-type: none"> • Reference to the term Subject replaced with Unit. • Review Focus section updated. • External referencing section updated. • Procedure document title changed from "Course Review Procedure" to "Course Monitoring and Review Procedure"

* Unless otherwise indicated, this policy will still apply beyond the review date.